

Integrated Curriculum Map for Foundation Stage 2 2023-2024

	ALL ABOUT ME		A TALE TO TELL		WILD THINGS	
	Autumn 1 How do things change over time? Families- Senses	Autumn 2 What can e learn about the world around us? What do people celebrate and how do they celebrate?	Spring 1 How has diversity improved life? Where can journeys take us?	Spring 2 What makes a good place o live? All creatures great and small	Summer 1 Where does the power come from? How do things grow?	Summer 2 Is everything what it first appears to be? What is real and fantasy?
Personal, social and Emotional Development (PSED)	Our Lives Our daily routine Keeping clean and healthy Different families	Developing positive relationships	Going for goals Identifying my strengths and ways I can improve	Good to be me Learning to be content and patient	Relationships Talking about my feelings	Changes Looking back on how I have changed emotionally
Physical Development (PD) Weekly PE LESSON	Settling in, learning how to get ready for PE. Games focus: learning how to warm up the body, stop and start games, learning different body movement words and playground games	Dance focus: moving imaginatively, responding to music, stories and stimuli from celebrations.	Gymnastic focus: travelling using mats, benches and large apparatus for balancing and climbing	Dance focus: moving imaginatively, responding to music, stories and stimuli from topic	Gymnastic focus: travelling using mats, benches, large climbing apparatus for balancing and climbing	Games focus: sending and receiving games with beanbags, quoits, hoops, large foam balls
Communication and Language (CL)	Communicating my needs in a new environment. Listening and learning Nursery rhymes.	Communicating with my new friends. Listening to one-step instructions and learning new songs.	Talking about myself and my interests. Listening to and re-telling traditional stories.	Remembering and re-telling stories and rhymes using new vocabulary. Listening to and re-telling stories in different ways	Making observations and asking questions Listening and understanding two-step instructions.	Asking questions and using new factual vocabulary. Listening to and understanding instructions involving several ideas or actions.
Literacy	Rhyming and Nursery rhyme books Emergent writing - writing own name and labels, scribbling to music	Cultural stories and information books Emergent writing - invitations and cards	Traditional stories Emergent writing - describing characters	Stories related to minibests Emergent writing - describing sounds	Factual books Sets of instructions	Emergent writing - lists Fantasy stories Emergent writing - writing short stories
Key Authors	Julia Donaldson, Jill Murphy, Mick Inkpen					
Literacy SPECIFIC AREA timetabled sessions	To develop reading skills to read and understand simple sentences. To listen and demonstrate understanding when talking with others about what they have read. To develop an understanding of rhyming Writing - weekly emergent writing and name writing To develop emergent writing skills. To write some common irregular (tricky/key) words. To write simple sentences which can be read by themselves and others. To develop an understanding of rhyming To develop handwriting skills					

CLLD timetabled lessons	Daily 'Little Wandle' session to teach synthetic phonics, spelling, reading and writing. Developing reading skills through story of the week and weekly taught reading sessions <i>To develop and use phonic knowledge to write words in ways which match their spoken sounds.</i> <i>To develop and use phonic knowledge to decode regular words and read them aloud accurately.</i> <i>To read some common irregular (tricky/key) words.</i>				
Mathematics SPECIFIC AREA timetabled lessons	Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
	1 Children will:	- perceptually subitise within 3 - identify sub-groups in larger arrangements - create their own patterns for numbers within 4 - practise using their fingers to represent quantities which they can subitise - experience subitising in a range of contexts, including temporal patterns made by sounds.	- relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set - have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song - have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting - have opportunities to develop an understanding that anything can be counted, including actions and sounds - explore a range of strategies which support accurate counting.	- see that all numbers can be made of 1s - compose their own collections within 4.	- understand that sets can be compared according to a range of attributes, including by their numerosity - use the language of comparison, including 'more than' and 'fewer than' - compare sets 'just by looking'.
	2 Children will:	- continue from first half-term - subitise within 5, perceptually and conceptually, depending on the arrangements.	- continue to develop their counting skills - explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand - begin to count beyond 5 - begin to recognise	explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot	- compare sets using a variety of strategies, including 'just by looking', by subitising and by matching - compare sets by matching, seeing that when every object in a

			numerals, relating these to quantities they can subitise and count.	explore the composition of numbers within 5.	set can be matched to one in the other set, they contain the same number and are equal amounts.
	3 Children will:	- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements - explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part - experience patterns which show a small group and '1 more' - continue to match arrangements to finger patterns.	- continue to develop verbal counting to 20 and beyond - continue to develop object counting skills, using a range of strategies to develop accuracy - continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 - order numbers, linking cardinal and ordinal representations of number.	- continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 - explore the composition of 6, linking this to familiar patterns, including symmetrical patterns - begin to see that numbers within 10 can be composed of '5 and a bit'.	- continue to compare sets using the language of comparison, and play games which involve comparing sets - continue to compare sets by matching, identifying when sets are equal - explore ways of making unequal sets equal.
	4 Children will:	explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	- continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20.	- explore the composition of odd and even numbers, looking at the 'shape' of these numbers - begin to link even numbers to doubles - begin to explore the composition of numbers within 10.	compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
	5 Children will:	- continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns - use subitising skills to	- continue to develop verbal counting to 20 and beyond, including counting from different starting numbers - continue to develop confidence and accuracy in both verbal	explore the composition of 10.	order sets of objects, linking this to their understanding of the ordinal number system.

		enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised.	and object counting.			
		Objectives from Development matters.	Sticky Knowledge	Activities See Medium term Planning	Question Starter	Key questions
	5.9.22	C and L Understand how to listen carefully and why listening is important. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use new vocabulary in different contexts. PSED See themselves as a valuable individual. U the W (People and Comm.) Continue developing positive attitudes about the differences between people. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.	I know how I am similar and different to my friends. Key vocab Same Different Unique	We are all special.. Circle time Swap places if you are eg a boy, have brown hair.... Main activity Same and different... Sit with a friend What have got that is the same as? How are you different ? Share with the class. What do you like doing? Is it the same as your friend or different?	 and I have the same We are different because	How are we the same? How are we different? (What makes us special?)
	12. 9.22	C and L Understand how to listen carefully and why listening is important.	I know my position in my family. I can use words like older and	Revisit same/ similar and different, unique. Play circle time game	 lives in my house.	Who lives in your house?

		Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use new vocabulary in different contexts. PSED See themselves as a valuable individual. U the W (People and Comm.) Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.	younger. Key vocab Family Sister Brother Mum Dad (Other family names) Eldest Youngest Older younger	My special family Activities linked to my big book of families. Draw a picture of everyone in their family inc pets.		
	19.9.22			Revisit same/ similar and different, unique. Play circle time game (My special family Activities linked to my big book of families.) Circle time - what position are you in your family? Draw a picture of themselves (on white boards / paper) Teacher to scribe Eg I am the eldest.	I am an only child...the eldest..... Have an older brother/ a younger sister....	What position are you in your family?
	26.9.22		Language Languages and countries the ch identify with.	Circle time ... As before. Include swap if you are the eldest child. If you have a younger brother. European Day of language. Google maps/ Earth - find out where ch are from beforehand and zoom into the country. Click onto photos. The Lingo show - learn new words. Ch teach us new words. Group children who speak the same language for photo We can speak Urdu. (We speak the same language. CP activities while doing this.	I can speak	Which languages can you speak?
		I can talk about a person who has	I can talk about a person who has	Circle time. As before	They help me by....	How do they help you?

		helped me from my experiences. Talk about people that the children may have come across within their community such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them	helped me Vocab Office Site manager Headteacher Cook Midday supervisor	People who help us at school Visit office. How do they help us? Visit Jim and Shaun. How do they help us? Visit Mrs Choudhury. How does she help us? Visit Kitchens / midday supervisors. How do they help us?		
	10.10.22	Comment on images of familiar situations in the past. Offer opportunities for children to begin to organise events using basic chronology, (recognising that things happened before they were born.)	I can say how I was different as a baby. I can use the language past and present. Vocab Past Present Baby change	Prior knowledge - have talked about families, older, younger, position in the family. Pre read - When there were giants. Look at a simple timeline. Picture of the children now (present) Picture of children as a baby (Past) Picture of teacher as a baby. Go into our time machine and walk backwards to go into the past. Land - we have gone back in time to when you were babies! Look at baby photos. Present / past. This is Aminah in the present and this is Aminah in the past. Get into a circle. Put baby items into the middle - we have a nappy, dummy, teddy, baby grow.... Things the babies need. Go round the circle pass the talking object. Say starter when I was a baby I could..... How have you changed?	When I was a baby I	How have you changed?
	October Half Term					
	3 1 . 1 0 . 2 2	INSET DAY FARM VISITS				
	7.11.22	Guy Fawkes Compare and contrast characters from stories, including figures from the past.	I can use the language past and present. I know Guy Fawkes was alive a long time before I was born. I know that clothes/hair were different in the past. I can use sentences like "They weren't invented then..." I can say why we remember Guy Fawkes. Vocab Bonfire Night Remember Past	Recap the excitement of bonfire night and fireworks. (Who celebrated, saw them?) Why do we celebrate bonfire night? Go back in time - to the past to when Guy Fawkes was alive. Show on timeline. Powerpoint The Story of Guy Fawkes Let's be History detectives! Using drawings of GF. How do we know this story was from a long time ago? (What is different to how we	I remember Guy Fawkes because	Why do we remember Guy Fawkes?

			Present Guy Fawkes	look today to how he looks? Hair / clothes / drawing not a photograph - why isn't there a photograph of Guy Fawkes? (Cameras were not invented then....) Oral retell of the story. Let's act it out! Go back into time machines and return to the present. Pass/ roll ball around I remember Guy Fawkes because..... Sing Guy Fawkes song		
	14.11.22	PSED Express their feelings and consider the feelings of others. UW Recognise that people have different beliefs and celebrate special times in different ways. (Make links to kindness shown in religions, eg. Ramadan - fasting and Zakat collections, and Harvest.) FF Curriculum We will consider how we can be kind to other people and animals and promote kindness	I know how I can be kind to people and animals.	Revisit how we have learnt about kindness - through hearing about how Christians collect food for harvest, take it to church and give to people in need. Also how Muslims collect Zakat during Ramadan. Through our stories about the little star and the Hamster who ended up helping his friends. Today we are going to create a kindness tree. Thinking about how we can be kind to people and animals. Adults to give examples. Hamster and little girl from story examples. Go round the story rolling a ball using the sentence starter 'I am kind when.....' Adult to record on leaf and give it to children to stick onto the tree. Share ideas - I am going to be kind by doing all of the things you have said on the tree. I am going to stick it on our display so that we can remember to be kind to and think about people and animals every day.	I am kind when	When has someone been kind to you? When have you been kind to someone else?
	21.11.22	I can talk about a person who has helped me from my experiences Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them	I can talk about a person who has helped me from my experiences. Vocab Doctor Nurse Paramedic Hospital Ambulance Help	(People who help us at school - also interview - the cook, site staff) Circle time People who help us. What jobs do your family do? How do they help us? Watch I need help. People who help us jobs uk play and learn - YouTube	They help me by	How do they help you / us?

			Firefighter Fire engine	Have you ever needed help? Who helped you? Focus on medical profession. (Topsy and Tim at the hospital) Children to use play medical kit and bandages to help friends / teddies.....		
	28.11.22			Circle time People who help us. Who helps us? Firefighters. (See fire fighter clips - twinkl) Act out putting out a fire / rescuing people..... freeze frame.	They help me by	How do they help you / us?
	5.12.22	Nativity Recognise that people have different beliefs and celebrate special times in different ways.	I know that Mary had to travel on a donkey because they didn't have cars then. I can talk about a story from the past. Vocab Religion Belief celebrate	Watch / tell nativity story. Put on costumes and act out nativity. Sing songs. Repeat	Christmas is celebrated because....	Why do we celebrate Christmas?
	12.12.22	Nativity Recognise that people have different beliefs and celebrate special times in different ways.			Christmas is celebrated because....	Why do we celebrate Christmas?
	19.12.22	Babouska Compare and contrast characters from stories, including figures from the past. (3 days - Christmas activities)	I can talk about a story from the past. Vocab Past Present Nativity celebrated	As above - sing songs Read Babouska story. Discuss themes. (Don't put off what you can do today..) Make links to the nativity. Act out story. (crowns, head scarf)	Christmas is celebrated because....	Why do we celebrate Christmas?
	Christmas Holiday (Week 1 - 2 days)					
	9.1.23	I know that I will change as I get older. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	I know that I will change as I get older. Key vocab Baby Elderly Child Teenager Adult	Changes How we change - the stages of development. (Link to our family work) Bring in baby photos and talk about how they have changed. Things they used do/have that they don't now. Where they used to live, where they used to go to nursery, who used to look after them Once there were giants. Sorting stages.	(Talk about a change that happens.)	How do we change through our life journey?

				Put on timeline		
	16.1.23	Comment on images of familiar situations in the past. I can say how buildings in the past were similar and different. (Ext I know I live in an old house / new house because There is no garage / chimney/ open fires/ narrow roads)	I can say how buildings in the past were similar and different. Key vocab Past materials Present Change Features Modern old	History of our school - walk around school looking at the features. Powerpoint of pictures of the school in the past. How has it changed?	Our school is old because....	Can you describe the differences between these two buildings?
	23.1.23			New and old buildings in FF (our local area) Compare and contrast. What kind of house do you live in?	I know I live in an old house / new house because There is no garage / chimney/ open fires/ narrow roads)	
	30.1.23	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.	I can talk about my experiences of being in a house in a different country and how it was the same / different to my home here. Vocab - as last week	Learning about houses in different countries and how they are the same / different. Video clips / chs photos.	My house in..... is different because....	How is the house you visited the same / different?
	6.2.23		I can say if the country I am visiting has a hot or cold climate. Vocab Hot Cold Warm Climate country	What would you take on your holiday? Game - what does teddy need to go to visit a hot / cold country. My petasaurus - packing. https://connect.collins.co.uk/school/Primary/SnapSciencelessons.aspx?Id=ic/73SgFOtRJ2ttoADhbYA== (Link to Snap science)	I would like to go on holiday to I will take.....(Because it is a hot / cold country.)	Where would you like to go on holiday? What would you pack in your suitcase?
	Half Term					
	20.2.23	Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	I can show how the character in the story is feeling. I can talk about and relate to these feelings. Key vocab loss, gratitude, friendship, family and kindness past sad, angry, upset, loss, devastated	Dogger - a story from the past Photos of staff when story produced. Silver jubilee. Children bring own special teddies in. Look at features in book, diff clothes etc. Discuss themes of story. Colour and write about pictures from Dogger	Dave is feeling because	How is Dave feeling and why?
	27.2.23			Dogger - remind ch of themes. Link to Bing episode - lost. Discuss themes - how would ch feel if lost own special teddy / toy.	I would feel because	How would you feel in you lost something precious to you?

				Draw picture of own teddy in love heart and record feelings about it.		
	6.3.23	Comment on images of familiar situations in the past;	I know how toys were different in the past. Key vocab Old new wood metal plastic batteries	Old and new toys. How are they the same/ different. Compare. Look at materials. Link to magic granddad How does my toy work Snap science https://connect.collins.co.uk/school/Primary/SnapSciencelessons.aspx?Id=dM5fpeNas8ctrW5+D8mMgw==	I know this toy is old because.....	How do you think this toy could be used?
	13.3.23	Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past;	I can talk about things from the past. Vocab Similar, different	Look at a range of photos and artefacts from the past and talk about the objects. Compare items like telephones, toys, computers and look at the materials they are made from. Use sentences like ... "They weren't invented then..." (Talk about familiar adults when they were younger, what were their clothes, what were their houses, Relate to Peepo) Peepo - a story from the past. Zoom into pictures - discuss is this room different to yours? Why? Enlarge pictures from the story and in group discuss what they can see from the past. Make 'Peepo cards' (plain card with a 5cm hole) and use these to examine the world around you. Give card. Show how to fold in half (point tp point) Cut half a circle on the fold line. Take to Telly tubby hills to see what they can see - isolate areas.	It is different to my house because...	What is similar and what is different?
	20.3.23	Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past;	I can talk about things from the past. Vocab Change, similar different	The Toymaker - a story from the past. Using the pictures how were the games different in the past to the present? Play old fashioned playground games .like Mary was playing in the picture. Ring a ring a roses Ring a ring of roses, a pocketfull of posies, atishoo, atishoo, all fall down - YouTube The farmers in his den The Farmer's in His Den - YouTube Oranges and lemons Learn with Little Baby Bum Oranges and Lemons Nursery Rhymes for Babies Songs for Kids - YouTube	In the past children used to play games like	How was Mary's life different / same to yours?
	27.3.23	Recognise that people have	I can talk about how people	Easter - Special celebrations	I know that Easter is a Christian	How will you / your friends

		different beliefs and celebrate special times in different ways.	celebrate Vocab Religion Belief Celebrate Easter New beginnings, new life Church	Introduce the theme of new life - linked to baby animals and new plants and how Christians believe Jesus came back to life after he died. Jesus is alive right now in heaven, and he will never die again.	festival (and lots of people will go to Church to celebrate Jesus.)	celebrate Easter?
	Easter					
	17.4.23	Recognise that people have different beliefs and celebrate special times in different ways.	I can talk about how people celebrate Vocab Ramadan Fasting Eid Mosque	All about Eid Special celebrations. The festival of breaking a fast	I know that Eid is celebrated by Muslims.	How did you / your friends celebrate Eid?
	24.4.23	Changes - from seed to decay. U the W (People and Comm.) Explore the natural world around them. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes. Describe what they see, hear and feel whilst outside. Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.	I know a plant grows from a seed / bulb. I know a plant needs water and sunlight to grow. Plant Seed Bulb Water Sunlight Grow Roots Shoots Stem flower	What do we know about plants - mind map. Planting What do plants need	A plant needs	What does a plant need to grow?
	1.5.23			What has happened to our plants? Time lapse Recording		
	8.5.23		I know if food will rot over a period of time.	Decomposition of food The bacteria that is mostly formed	If I leave my food it will.....	What do you think happens to food if left out for a long period of time? Can this rotten food be used again?

			Decay, decompose, Compost Rotten Mold Bacteria, fungi worms Unwell Bad Smell	can make us unwell. We can use left over veg/ fruit to create compost Observations. Visit compost bin		
	15.5.23	Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.	I know that being brave can mean facing a situation when you're unsure about something and having a go anyway. Vocab Brave Challenge	Intro Watch powerpoint about being brave - link to themselves and story. Also know that sometimes big and uncomfortable feelings or emotions can get in the way of being brave. Watch / read book (Holly and the ginger flash) Finding your brave can mean having a go at something new, it can mean stepping outside of your comfort zone and challenging yourself, it can mean saying no to something that is not for us or it can mean talking to people around us to share our worries and fears and ask for help. On paper with photo in the the middle write draw about the times they have been brave *It's important to stress that bravery is not about taking unsafe risks that could harm you or those around you.*	I was brave when....	When have you had to be brave?
	5.6.23	Draw information from a simple map. (Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in,)	I know that maps are drawings of an area or place. They help to direct us and show us where places, buildings, parks and other features are. I can find information on a simple map. Vocab Map Clue (Left, right, forwards, backwards) My community Supermarket Library	Map of playground Share together. Discuss where clues are. Children to use map, find letter clues and unscramble letters to make a word in teams.	When I used the map....	What can you see on the map?
	12.6.23			Map of pond area Repeat as last lesson		

	19.6.23				Investigating maps - Link to what the lady bird heard. Did you notice that Hefty Hugh and Lanky Len drew a map of the farm? Did you see the route that they had planned to take? Can you remember what the ladybird heard? Did the thieves manage to steal the fine prize cow? Have a go at drawing your own map of the farm. Can you mark out the route needed to get to the fine prize cow? Can you describe the route, just like the ladybird did?	The ladybird tricked the robbers by	Can you show me the route the robbers took?
	26.6.23				Investigate Google earth. Look at school site. Children to draw own maps of playground. Link to last lesson	I can draw a map of the playground.	Can you show me where is on your map.
	3.7.23				Where I live - Why Forest Fields is a special place. Look at important areas / buildings in the community - eg doctors, art centre, ASDA, Forest Park..... (And other areas of interest) Find where ch live. (Old house or new house?)	My special place in Forest Fields is	What is this place in FF - (Eg Forest Park) Have you been there?
	10.7.23	Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.	I can talk about other places in the world	Gift for Amma - market day in India (Ben and Bella in the big yellow digger - Australia??) TBC	It is similar to where I live because... It is different to where I live because	How is Life similar or different to yours?	
Forest School and Science	22.5.23		I know that I can share my time, my ideas or things with my friends. I don't have to share just because someone has asked me to (eg my dinner / special hair clips) Often sharing things like cars in the classroom can my my friends happy and then make me feel happy.) Vocab	Rainbow fish - Focus on the theme of sharing Sharing *Have you ever owned an item that you didn't want to share? What was it? Why didn't you want to share it? *Did it make you happier or sadder to share the item? *Was Rainbow Fish wrong not to share his scales? *Are there some things it's	When I shared my	What have you shared with your friends or brother / sister?	Key vocabulary

			Share Ideas Time Feelings	okay for you not to share? If so, what and why? *Imagine that Rainbow Fish gave away all his scales. Would that be a good thing for him to do? *Was the blue fish asking too much of Rainbow Fish to share his scales? *Do you share with your friends? Do you share everything with them?			
	5 th and 12 th Sept	What is happening to the trees?	Lesson 19	Plant bingo and leaf printing Fairy houses	Biology	change	Autumn Season Winter
	19 th and 26 th Sept	How has the American sycamore changed?	Lesson 19 Lesson 4	Plant bingo and leaf printing Conker hunt	Biology	change	Deciduous Leaves Fruit Human Main parts of the body
	3 rd and 10 th October	Who lives here?	Lesson 7	Den building Nature crowns	Chemistry	Process Structure Cause and effect	Home materials
	Whole school Big Question: What can we learn about the world around us? 1 st and 7 th November	Which hat is best to wear today?	Lesson 8	Trip to Stonebridge Farm Autumn Festivals	Chemistry	Cause and effect changes	suitable
	14 th and 21 st Nov	What melts? What happens when you mix it?	Lessons 9 and 10	Rama and Sita Diwali food Save the characters from the ice	Chemistry	Cause and effect changes	Heat Melt Mix Wet dry
	28 th and 5 th Dec 12 th and 19 th Dec Science Week	What goes through? How do you make a good bubble? How can we make this? How does my toy work?	Lessons 11 and 12 Lesson 16 Lesson 17	Santa's workshop making toys Create a manger for baby Jesus	Chemistry Physics	Cause and effect Changes structure	Sieve Separate Grains Mixture Materials Move Push Pull twist
	Whole school Big Question: How has diversity improved life? 5 th and 9 th Jan	What big ears you have!		Senses All the better to hear you with... Blindfold tasting listening walk	Biology	Similarities and differences change	Senses Listen Taste Touch Sight feel
	16 th and 23 rd Jan	How would a dragon move? What is the weather like?	Lesson 22	Weather Chinese Dragon dances	biology	Cause and effect changes	Winter Season Weather temperature
	30 th Jan and 6 th Feb	How do shadows move?		Shadow tick and observe shadows over the course of a day	physics	Energy Cause and effect change	Shadows Light Sun

	13 th and 20 th Feb	How can I make my wand glow?		Making wands with Circuits	Physics	Energy Cause and effect Change Function Process	Circuits
	Whole school Big Question: What makes a good place to live? 27 th and 6 th March	What is happening to the trees? How has the American sycamore changed?	Lesson 20 Lesson 24	Signs of spring Spring walk	biology	Variation Adaptation Function process	Spring Seasons Deciduous Buds Blossom Winter insect
	13 th and 20 th March	Who has stripes?	Lesson 2 Lesson 3	Leprechaun houses	biology	Process Structure Variation	Camouflage Habitat
	27 th March	What is inside an egg?		Trip to Stonebridge Farm Easter egg hunt Growing and new life	biology	Evolution growth	hatchling
	Whole school Big Question: Where does the power come from? 17 th and 24 th April	What is in the sky?	Lesson 14	Earth Day 22 nd April Litter picking Poster making Planet Protector: Eye	physics	Energy process	Fly Fall sky
	2 nd and 8 th May	What is the moon? What is the sun?	Lesson 15	Planet protectors	physics	Energy process	Moon Space Astronaut Rocket Sun panets
	15 th and 22 nd May	What is happening to the trees? How has the American sycamore changed?	Lesson 21 Lesson 1	Minibeast hunt Adopt a tree observations	biology	classification	Soil Segments Saddle earthworm
	Whole school Big Question: Is everything what it first appears to be? 5 th and 12 th June	Is all of a plant green? Who are my parents?	Lesson 5 Lesson 6	Growing plants	biology	Structure function	Seed Root Stem Leaf Flower Animal Adult Male female
	19 th June	What surprises are under the soil?	lesson 24	Guess the vegetables from the leaves	biology	Plant life cycles	Root vegetable
	26 th June	What do animals eat?		Trip to Stonebridge Farm Den building Feeding the animals Picnic with parents	biology	Similarities and differences	Herbivore Carnivore omnivore
	3 rd and 10 th July	What floats?	Lesson 18	Make boats Explore floating and sinking	physics	Change function	Float sink
	17 th July	What happens at night?	Lesson 13	Dark tent Sort the light sources	physics	change	Dark Light

							Sun Moon stars
Expressive Arts	Whole school Big Question: How do things change over time?	Sticky Knowledge		Activities		Key vocabulary	
	12 th sept	I can represent objects and represent these using appropriate shapes.		Drawing portraits Step by step – how to use pencils and what shapes to draw		Portrait Pressure Hard Soft Shapes- circle, oval, square	
	19 th sept	I can learn and perform a new song.		SCARF – I’m special You’re special		Special Pitch	
	26 th sept	I can express myself and move to the music.		Moving like different animals Moving to the beat		Beat improvisation	
	3 rd oct	I can play to the beat.		Body percussion Making music using our bodies		Rhythm beat	
	10 th oct	I can play an instrument to a beat		Using different instruments Names of instruments, what sounds do they make?		Beat unison	
	Whole school Big Question: What can we learn about the world around us? 1 st November	Rangoli I can choose colours to use in artwork.		Trip to Stonebridge Farm Autumn Festivals Rama and Sita Rangoli patterns		Creating Patterns repeating	
	7 th Nov	I know that when colour is mixed it will change colour.		Mixing colours for art work		Light Dark Mixture experiment	
	14th November	Explore and engage in music children to keep a steady beat		Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.		Beat Follow the markers Tapping legs	
	21 st Nov	I know that paintbrushes can make marks on a surface when combined with paint using brush strokes.		Using Music to help inspire art work and experimenting with different paint brushes (e.g size and amount of water).		Inspire	
	28 th Nov	I can recall and perform		Christmas story Songs + actions to the songs		Manger Christmas story	
	5 th Dec	I can recall and perform		Christmas story Songs + actions to the songs		Manger Christmas story	
	12 th Dec	Performing as a group		Christmas concert		Timing Practise rehearse	
	Whole school Big Question: How has diversity improved life? 9 th Jan	I can handle, manipulate and a range of materials.		I can use different materials to create my own instrument		Listen Touch Sight feel	
	16th Jan	Using instruments we created to a beat- vocab -performing keeping to the beat.					
	23rd Jan	I can select, sort, tear and glue items down.		Chinese Dragon Creating our own Chinese dragon		Movement Shapes colour	
	30th Jan	I can make simple collages using pasta, paper, beans...		Designing collages that we are going to be making out of pasta, beads ect.		Patterns Shapes	

				Collages Plan
	6 th Feb	I can make simple collages using pasta, paper, beans...	Creating collages Trees	Patterns Shapes Collages
	Whole school Big Question: What makes a good place to live? 27 th Feb	I know things feel different. e.g. different clothes	Making our own den/ bed	Which materials and fabrics would be best, what materials are you going to choose. Soft Strong practical
	6th March	I can sort beads by size and colour.	Flower mural	Patterns Colour placement
	13th March	I can thread beads, buttons,	Beaded bracelets	Patterns Thread delicate
	20 th March	I know how to weave with different fabrics.	Weaving - Baskets	Weave Materials Feel soft
	27 th March	Creating an egg	Trip to Stonebridge Farm Easter egg creating	Oval creating
	Whole school Big Question: Where does the power come from? 17 th April	I can handle, feel and manipulate different materials.	Earth Day 22 nd April Using different materials to create art about the earth	Strong Mould
	24 th April	I can construct and build simple objects.	Planning- Creating our litter monsters Using recyclable material	Recyclable designing
	2 nd May	I can construct and build simple objects.	Creating Litter monsters	Instructions Forming
	8 th May	I can pull apart and reconstruct.	Unravelling bead necklaces and recreating- how did things fit together?	Unravelling rebuilding
	15 th May	I can shape and model from observation and imagination.	Design a mini beast	Mini beasts Legs Design body
	22 nd May	I can shape and model from observation and imagination.	Create a mini beast from the design	observation
	Whole school Big Question: Is everything what it first appears to be? 5 th and 12 th June	I can produce simple pictures by printing objects	Using objects to print a flower	Stem Leaf Flower printing
	12th June	I can print onto a range of textures paper, newspaper, playdough.	Printing onto different materials	Printing materials
	19th June	I can produce simple pictures by printing objects	Vegetable printing	Vegetables Size Pressing
	26 th June		Trip to Stonebridge Farm	
	3 rd and 10 th July	I can make rubbings showing a range of texture and patterns	Rubbings from different parts of the school - Brick - wood	Materials Tree rubbings
	17 th July	I can perform as a group	performance	Performance celebration

Related stories	Harry and the Dinosaur's 5 Minutes Peace Whatever Next Funny Bones	Lima's Red Hot Chili Tiger came to Tea Kippers Birthday Party The Nativity Christmas Related Stories	Little Red Riding Hood Three Little Pigs Gingerbread Man Snow White	Winnie The Witch The Gruffalo Super Daisy Meg and Mog	Ugly Duckling Little Red Hen Jack and the Beanstalk Oliver's Vegetables	Handa's Surprise Noah's Ark Hungry Caterpillar Tiddler
CORE CONTINUOUS PROVISION	Please see weekly continuous provision planning for how each area of the EYFS is covered in each area of the setting: OUTDOORS, SAND, WATER, ROLE PLAY, CONSTRUCTION, MARKMAKING AND WRITING, CREATIVE etc.					
Parent workshops	Little Wandle Phonics Session	Parents evening	Maths Workshop	Parents evening	Forest School Workshop	Transition meetings.
Interventions (SEN/EAL)	Interactive Music sessions/S and L games/Sensory games/Memory games/Visual discrimination games/Use of signs and symbols Write Dance/ NELI/ subitizing/ one to one correspondence/Little Wandle Keep up sessions					
G and T	Board Games/Sudoku/ puzzles/ Mazes.					
OUTDOOR PROVISION	<u>Continuous:</u> sand, water, den, art, music, guttering bikes, construction, role play, stories, games, mud kitchen, garden, climbing frames Autumn - introduce kits fortnightly Spring Term - enhancements+ plan-do -review Summer 1 -forest opps Sum 2 - sports+ transition Forest school(summer) - Fairy garden, tree faces, journey sticks, feather painting, bug homes/hotels/potions/ log painting mud pies. <u>Linked provision:</u> see weekly planner-equipment to support skills gap as identified through assessments on Mondays-wheeled toys/ climbing/ bat+ball skills (Assess start of the term and ...2build a profile at end of the term.....my favourite outdoor activity by end of the year)					
OUTDOOR ENHANCEMENTS	<u>CP-</u> intro/ boundaries/safety/ setting up / tidying away	<u>CP</u> Rainy/winter /windy day box/bubbles Tents and tunnels	See weekly plans for adult focus area. Rainy/winter /windy day box/ Obstacle course	See weekly plans for adult focus area. Rainy/winter /windy day box Obstacle course	See weekly plans for adult focus area. Rainy/winter /windy day box/ paddling pool Climbing wall	See weekly plans for adult focus area. Rainy/winter /windy day box/ paddling pool Sports kits

Adult Interactions/ enhancement t	Model CP resources Whatever next- Recreate the story using construction Parachute Funny bones-recreate darkness using den kit. Draw around bodies/shadows with chalk	Limas chilli- Role play using stage area Diwali-rangoli art using natural materials. Birthday-Birthday party- setting up in den area e.g birthday table. Party games Nativity-windy day box/winter day box. Decorate xmas tree outdoors. Instruments and mats.	Chinese new year- Dragon parade Little red riding hood- recreate the story. Sensory trays- grass,stones, warm water. 3 little pigs-building using different materials. Gingerbread man- races- 1st 2nd 3rd Floating/sinking/forces in a water tray.	Winnie the witch- potion making/shop bottles etc. Painting houses-runny colours. Gruffalo-Recreate the story. Sensory- underground house- tree top. Word hunt. Superheroes- capes etc/ people who help. Complete the sentence with action words. Use blue mats	Ugly duckling- Small groups to the pond. Rotational follow the leader. Little red hen- Mud kitchen- cooking/recreate story. Jack and the beanstalk/olivers veg - gardening etc. Growth. Planting beanstalks. Herb garden/strawberries.	Farmer duck- Mother may I game/mr farmer/granny footsteps. Sea topic - Sea animal tuff spot Floating and sinking Aluminium fish. Handas surprise-acting out the story. Balancing with coits and baskets. Hungry caterpillar-Bug hunting/minibeat hunting.
C of Learning	Engagement-exploring/ pretending/ can do attitude Motivation-focus/ trying/ self satisfaction Thinking- own ideas/ make links/ adapt approach					
ICT Opportunities	Always available; whiteboard- poisson rouge/2simple/cbeebies/ busy things Electronic musical instruments Computers Torches Vtech camera BeeBot Recordable books as per topic Sound buttons- group activity/story groups Summer 2 – ICT program – ready for F2- see ICT booklet					